

Year 1 History								
National curriculum statement	Changes within living memory: what changed during Elizabeth II's lifetime?	Photographs from history: what can they tell us about Britain's recent past?	Traditional stories: what do they tell us about the distant past?	Option 1 England, Scotland and Wales				
Develop an awareness of the past, using common words and phrases relating to the passing of time	✓	✓	✓	✓				
Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods	✓	✓	✓	✓				
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	✓	✓						
The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	✓		✓	✓				
Use a wide vocabulary of everyday historical terms		✓	✓	✓				
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events		✓	✓	✓				
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		✓	✓	✓				
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			✓	✓				
Significant historical events, people and places in their own locality			✓	✓				

Year 2 History						
National curriculum statement	Significant rulers from the past: what can their stories tell us?	Significant individuals: how did they change the world?	Local Study: How did Great Yarmouth become a holiday destination?			
Develop an awareness of the past, using common words and phrases relating to the passing of time	✓	✓	✓			
Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods	✓	✓	✓			
Use a wide vocabulary of everyday historical terms	✓	✓	✓			
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	✓	✓	✓			
Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	✓		✓			
The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	✓	✓	✓			

Significant historical events, people and places in their own locality	✓		✓	
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		✓		
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life			✓	

Year 3 History								
National curriculum statement	Stone Age Britain: what do archaeologists think they know about it?	Bronze and Iron Age Britain: how did life change during this time?	Ancient Egypt: what stayed the same across 3,000 years?	Sumer and other early civilisations: what made them similar?				
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓	✓				
Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓	✓				
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓	✓	✓				
Understand how our knowledge of the past is constructed from a range of sources	✓			✓				
Changes in Britain from the Stone Age to the Iron Age	✓	✓						
Construct informed responses that involve thoughtful selection and organisation of relevant historical information			✓	✓				
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China			✓	✓				

Year 4 History						
National curriculum statement	Ancient Greek civilisation: what do we know about ancient Greece?	Ancient Greek civilisation: what is its most significant	The Romans: what did it mean to be a Roman?	The Romans: what impact did the Romans have on Britain?		
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓				
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓		
Understand how our knowledge of the past is constructed from a range of sources	✓	✓				

Ancient Greece – a study of Greek life and achievements and their influence on the western world	✓	✓		
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		✓		
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study			✓	✓
Note connections, contrasts and trends over time and develop the appropriate use of historical terms			✓	✓
The Roman Empire and its impact on Britain			✓	✓

Year 5 History								
	Early Islamic civilisation: how did Baghdad become the 'City of Peace'?	The Anglo-Saxons: how do we know about life in Anglo-Saxon England?	The Vikings: why did they come to the British Isles?					
National curriculum statement								
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓					
Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓					
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓					
Understand how our knowledge of the past is constructed from a range of sources	✓	✓						
The Roman Empire and its impact on Britain								
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓	✓					
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	✓							
Britain's settlement by Anglo-Saxons and Scots		✓						
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			✓					

Year 6 History								
	The Great War: how did the Great War affect local people and their communities?	The Vikings: how do we know so much about Viking York?	The Vikings: how did Viking settlement change Britain?	Significant turning points: how did experiences differ during WWII?	Significant turning points: in what ways did Britain change after WWII?			
National curriculum statement								

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓	✓	✓
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓		✓	✓	✓
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓		
Understand how our knowledge of the past is constructed from a range of sources	✓	✓	✓		
A local history study	✓	✓			
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		✓	✓		
Note connections, contrasts and trends over time and develop the appropriate use of historical terms			✓		✓
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300					
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				✓	✓